



Teaching and Learning Policy

Date: Summer 2024

Review: Summer 2027

Earley St Peter's Church of England Primary School

Teaching and Learning Policy

Aims of this policy

This policy outlines the expectations of teaching and learning at Earley St Peter's Church of England Primary School. The best schools continually reflect upon and develop their pedagogy in line with their children's needs, government direction and current research. This policy provides an outline of Earley St Peter's' pedagogy.

Aims of teaching and learning

We strive to ensure our pupils will receive high quality learning opportunities which inspire, as well as develop and deepen understanding, knowledge and skills. We believe that to meet the learning needs of all pupils, we must recognise their individual identity and adapt our teaching to allow each pupil to be successful and excited about learning. We aim to provide a broad and engaging curriculum where learning experiences excite and challenge all pupils.

Our Principles

Our teaching and learning policy is a statement of our beliefs on:

- what makes effective learning opportunities and lessons
- how children learn best
- how learning environments support learning
- how parents and carers support learning
- the role of governors

We are constantly reviewing our practices according to the broad principles outlined in this policy.

This policy should be read in conjunction with our Pedagogical Approach and Curriculum Drivers Document.

Teachers at Earley St Peter's use the following strategies to provide *high quality teaching* for all pupils:

Understanding effective teaching pedagogy

The quality of teaching is central to high educational standards and pupil achievement. The principles of Quality First Teaching (QFT) underpin our approach to teaching across the school and inform the way that we plan and deliver learning. *All* teaching is an opportunity to ensure all children at Earley St Peter's reach their full potential; we expect every teacher to be a good teacher – no child deserves less.

In order to ensure we are providing an engaging curriculum, and for children to reach their full potential, teachers will use the following as part of preparing for and delivering each teaching sequence:

- **Planning** – using robust subject knowledge to effectively capture the requirements of the school and statutory guidance to plan for effective learning opportunities whilst having high expectations of the lesson outcome by preparing appropriate resources, questions and support in place
- **Questioning**- posing thought-provoking, purposeful questions as opportunities to build on, challenge or reflect upon learning and what it means to each child
- **Modelling**- effective modelling of learning through talk and presentation to allow pupils to absorb the knowledge being shared and applied in a lesson
- **Assessment**- Assessment for Learning (AfL) comes in different forms at Earley St Peter's in the form of (but not restricted to): questioning, retrieval practice, whole-class feedback, group work and marking books. It is used to gather information about requirements for support, opportunities to challenge and address misconceptions as well as a secure basis on which teachers can build knowledge to make good progress for all learners. Feedback may be given directly to the pupil, a group of pupils or to the whole class.

Building on prior knowledge

At Earley St Peter's, we design cycles of learning based upon prior knowledge that allow pupils to revisit this previous learning before building upon it. The ways in which teachers prepare for this are:

- Assessment – both summative and formative assessment and data are used to identify next steps and planning
- Moderation opportunities
- Retrieval practice
- Procedural Success Criteria
- Clearly linked breadth maps of learning of which both teachers and pupils understand what they are expected to do and what the final outcome of a lesson and a teaching sequence should be

Scaffolding

At Earley St Peter's, we recognise that in some lessons pupils will require additional support in order to reach their learning potential.

When scaffolding, we consider the following:

- **The impact of adult support**- this includes the opportunity for all groups of children to have regular access to support and individual impact from the class teacher and other support staff. We also encourage independent learning by ensuring pupils do not rely on adult support as a means to completing their learning tasks.
- **Experience**- we understand that to help pupils, real life experience brings learning to life. We use resources, including physical manipulatives to provide engaging learning opportunities with thoughtful outcomes.
- **Vocabulary**- the art of effective communication and oracy is key to successful learning so we model, use and refer to high quality vocabulary (and visual representations of this where necessary) to underpin all learning experiences
- **Worked examples**- providing pupils with clear, purposeful examples of the application of knowledge they are learning as a means of reference during a lesson allows pupils to gain independence in their learning. A good example of this would follow an 'I do, we do, you do' model of examples
- **Success Criteria**- sharing procedural, concise steps of Success Criteria encourages pupils to relate to their learning and what the expected outcome is. This model allows pupils to independently meet the learning intention and reflect upon their own success

Providing effective support

At Earley St Peter's, staff will use different methods to support and develop pupils in their learning experiences. This could include:

- **Oracy Strategies** - teachers will pose a thoughtful question based upon the learning and encourage pupils to discuss and offer answers based upon their prior knowledge and learning within a lesson
- **Independence** – Once a teacher has provided the learning opportunity, pupils are encouraged to apply knowledge independently in their own work books or to complete a task. Pupils are also encouraged to have high expectations of themselves and self-reflect on this learning at the end of each lesson in the form of Success Criteria
- **Support**- there are times when pupils require additional support from an adult. This could be for part or all of a lesson but will encourage pupils to be independent rather than reliant on the adult. Pupils of all attainment and ability should have access and opportunity to work with teachers throughout a learning sequence

Teachers at Earley St Peter's use the following strategies to provide *high quality* learning for all pupils:

The Learning Environment

To support learning, at Earley St Peter's we recognise that children may need to refer to examples, be reminded of how to apply their knowledge or connect learning and the learning environment is key to this. Having clear and structured routines ensures that pupils understand the value of respecting their work space and allows them to spend the maximum amount of time responding to learning.

The Learning Environment will include:

- **Working Walls**- sharing worked examples, key vocabulary and worked models can be found in classrooms as a point to refer to and apply. Pupils are encouraged to use these working walls in their independent learning.
- **Examples of live modelling** – These are co-created with the children as part of the sequence of a lesson and displayed around the room for pupils to refer to as necessary.
- **Opportunities for all children to share their understanding**- in order to empower children as learners that are confident in taking risks, we use a 'no-hands-up' approach and expect children to have a go at answering a question and build upon this through the lesson. This method means pupils can learn from and deepen their understanding and become active participants in all learning experiences.
- **Seating**- the positioning of pupils will be based upon effective partnerships for talking, good models of behaviour and outcome as well as access to adults. Pupils should not be placed according to academic attainment and will be responsive of all children's needs and experiences.

The role of parents and carers

Parental involvement is fundamental to helping children to learn. Parents and carers have a responsibility to support their children and the school in implementing the school policies by:

- Ensuring that their child arrives at school on time and has the best attendance record possible, which includes avoiding taking holidays during term-time
- Reading with and/or to their child regularly and ensure that home learning tasks are completed on time and to a good standard
- Attending parents' evenings and striving to work positively in partnership with school staff
- Promoting a positive attitude towards school and learning in general by taking an active interest in the life of the school and their child's learning journey
- Ensuring that their child is equipped for school with the correct uniform and PE kit

- Informing school if there are matters outside of school that are likely to affect a child's performance or behaviour

The role of governors

Our governors support, monitor and review the school's approach to teaching and learning. In particular, they:

- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include discussions with subject leaders, the Head of School's report to governors and school visits
- Ensure that the school buildings and premises are used optimally to support teaching and learning and are compliant with health and safety regulations
- Seek to ensure that our staff development and our performance management promote good quality teaching
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff appraisal is undertaken systematically and according to school policies
- Share their expertise and talents with the school